

Vocabulary and the MCCS for Elementary Schools

Unit Plan

Video Title	Time	Description	Handouts, Links, and Time for Activities
Introduction to Disciplinary Literacy Course			
Course Overview video	4:05	This video introduces the elementary course and the course organizer.	-Handout: Course Organizer
Part 1: Understanding Vocabulary and the MCCS			
Part 1a: Understanding Vocabulary and the MCCS Video	2:59	This video introduces the unit by providing objectives and a unit organizer map that outlines what information will be outlined in the unit, the handouts that will be used throughout the unit, and the unit self-test questions.	Handouts: -Vocabulary Unit Organizer Part 1 and 2 -Unit Self-Test Questions Two-Column Notes
Part 1b: Dr. Timothy Shanahan Discusses Vocabulary and the CCSS Video	5:09	Dr. Timothy Shanahan discusses the vocabulary standards found within the CCSS. <i>Activity:</i> After watching the video in Part 1b allow teachers time to talk with a partner about how vocabulary is presented differently in the CCSS than they were previous standards. <i>Time for Activity:</i> 5 minutes	No Handout Ask teachers to write down two ways in which vocabulary is presented differently in the CCSS than they were in previous standards as they listen to Part 1b.
Part 1c: Introduction to the MCCS	8:49	Provides a brief history about the research behind vocabulary instruction and describes in detail where vocabulary is found within the MCCS. Participants will work through an activity in which they will analyze the vocabulary standards across grade levels. <i>Activity:</i> MCCS Vocabulary Analysis Activity <i>Time for Activity:</i> 20 minutes to 1 hour depending on teacher familiarity with the standards.	Handouts: -Vocabulary Unit Organizer Part 1 and 2 -Unit Self-Test Questions Two-Column Notes -MCCS Vocabulary Analysis Activity LINK TO MCCS: http://opi.mt.gov/pdf/CCSSO/11NovELACommonCoreGradeband.pdf

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Part 1d: Conclusion of Part 1 Analysis of the MCCS	1:19	<p>This video wraps up Part 1 of this Unit.</p> <p><i>Activity:</i> After viewing Part 1d provide time for teachers to discuss with colleagues the answers to the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout.</p> <p><i>Time for Activity:</i> 5-10 minutes</p>	<p>Handout: -Unit Self-Test Questions Two-Column Notes</p> <p>Prompt teachers to answer the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout.</p>
Part 2: Explicit Instruction of Word Knowledge			
Part 2a: Introduction to Part 2	3:21	This video introduces Part 2 by reviewing the unit organizer that tells what information will be outlined in this part, the handouts that will be needed, and the unit self-test questions that will be addressed.	<p>Handouts: -Vocabulary Unit Organizer Part 1 and 2 -Unit Self-Test Questions Two-Column Notes</p>
Part 2b: Dr. Anita Archer: Importance of Vocabulary Instruction Video 1	3:02	Dr. Anita Archer discusses the importance of Vocabulary Instruction. This is part 1 of 2	Handout: -Vocabulary Instruction
Part 2c: Dr. Anita Archer: Importance of Vocabulary Instruction Video 2	3:03	<p>Dr. Anita Archer discusses the importance of Vocabulary Instruction. This is part 2 of 2.</p> <p><i>Activity:</i> After watching Parts 2b and 2c provide time for teachers to discuss the notes they took on the Vocabulary Instruction handout</p> <p><i>Time for Activity:</i> 5 minutes</p>	Handout: -Vocabulary Instruction
Part 2d: Dr. Anita Archer: Selecting Vocabulary Words Video 3	3:08	Dr. Archer helps us understand how to select words to teach as we plan vocabulary lessons. Part 1 of 3.	<p>Handouts: -Vocabulary Instruction -Explicit, Robust Vocabulary Instruction 4 Step Process</p>
Part 2e: Dr. Anita Archer: Selecting Vocabulary Words Video 2	4:20	Dr. Archer helps us understand how to select words to teach as we plan vocabulary lessons. Part 2 of 3.	Handout: -Vocabulary Instruction
Part 2f: Dr. Anita Archer: Selecting Vocabulary Words Video 3	3:02	<p>Dr. Archer helps us understand how to select words to teach as we plan vocabulary lessons. Part 3 of 3.</p> <p><i>Activity:</i> After watching Parts 2d through 2f provide time for</p>	Handout: -Vocabulary Instruction

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		teachers to discuss the notes they took on the Vocabulary Instruction handout <i>Time for Activity: 5 minutes</i>	
Part 2g: Dr. Anita Archer: Planning 4 Step Vocabulary Routine Video Steps 1 and 2	2:24	Dr. Archer introduces steps 1 and 2 of the four step vocabulary routine. She discusses how to introduce the word and how to present a student friendly definition.	Handouts: -Vocabulary Instruction -Explicit, Robust Vocabulary Instruction 4 Step Process
Part 2h: Dr. Anita Archer: Planning 4 Step Vocabulary Routine Video Step 3	1:44	Dr. Archer introduces step 3 of the four step vocabulary routine. She describes how to illustrate a word with examples.	Handouts: -Vocabulary Instruction -Explicit, Robust Vocabulary Instruction 4 Step Process
Part 2i: Anita Archer Video: 4 Step Vocabulary Routine Video Step 4	4:43	Dr. Archer discusses step four of the four step vocabulary routine which helps us understand how to effectively check for student understanding. <i>Activity: After watching Parts 2g through 2i provide time for teachers to discuss the notes they took on the Vocabulary Instruction handout</i> <i>Time for Activity: 5 minutes</i>	Handouts: -Vocabulary Instruction -Explicit, Robust Vocabulary Instruction 4 Step Process
Part 2j: Introduction to Parts 2k-m	1:04	This video provides an introduction to Parts 2k-m.	Handouts: -Effective Instructional Strategies Activity
Part 2k: Anita Archer: Teaching 4 Step Vocabulary Routine Video 1	3:22	Watch as Dr. Archer teaches vocabulary utilizing the first 3 steps of the 4 step vocabulary routine.	Handouts: -Explicit, Robust Vocabulary Instruction 4 Step Process -Effective Instructional Strategies Activity
Part 2l: Anita Archer: Teaching 4 Step Vocabulary Routine Video 2	3:55	Watch as Dr. Archer checks for understanding (Step 4) to conclude her vocabulary lesson. <i>Activity: After watching the videos in Parts 2k and 2l provide time for teachers to discuss the notes they took on the Effective Instructional Strategies Activity handout.</i> <i>Time for Activity: 5-10 minutes</i>	Handouts: -Explicit, Robust Vocabulary Instruction 4 Step Process -Effective Instructional Strategies Activity
Part 2m: Anita	5:23	Dr. Archer discusses how vocabulary	Handouts:

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Archer: Vocabulary Logs and Word Walls Video		logs and word walls support students as they integrate vocabulary into their everyday conversations and writing. <i>Activity:</i> After watching the video in Part 2m provide time for teachers to discuss how they might use vocabulary logs and words walls in their teaching. <i>Time for Activity:</i> 5-10 minutes	-Vocabulary Log
Part 2n: Introduction of Word Learning Strategies, Introduction to Word Learning Strategies	5:23	This video revisits the Unit Organizer to review what has been covered so far and introduces Word Learning Strategies. <i>Activity:</i> After watching the video in Part 2n provide time for teachers to discuss how they might use the Five Step Vocabulary Strategy in their teaching. <i>Time for Activity:</i> 5-10 minutes	Handouts: -Vocabulary Unit Organizer Part 1 and 2 -Five Step Vocabulary Strategy
Part 2o: Dr. Anita Archer: Word Learning Strategies Video	3:00	Dr. Anita Archer describes what word learning strategies are and why it is important to teach word learning strategies to maximize students' knowledge of words and word meanings. <i>Activity:</i> After watching the video in Part 2o provide time for teachers to discuss how they might use Word Learning Strategies in their teaching. <i>Time for Activity:</i> 5-10 minutes	No Handout Ask teachers to create a chart on a piece of blank paper with three columns. Write the words <i>context clues</i> , <i>dictionary use</i> , and <i>morphemic analysis</i> at the top of each column. Write notes about each word learning strategy as you view Part 2o.
Part 2p: Dr. Anita Archer: Effective Vocabulary Practices, Word Pairs Video	2:14	Dr. Archer shares a <i>Word Pairs</i> strategy for teaching vocabulary. <i>Activity:</i> After watching the video in Part 2p provide time for teachers to use the blank Word Pair Strategies handout to plan a word pair activity to use in an upcoming lesson. <i>Time for Activity:</i> 10-15 minutes	Handouts: -Sample Word Pair -Blank Word Pair

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Part 2q: Dr. Anita Archer: Effective Vocabulary Practices, Word Sorts	2:28	Dr. Archer shares a <i>Word Sort</i> strategy for teaching vocabulary. <i>Activity:</i> After watching the video in Part 2q provide time for teachers to plan a word sort activity to use in an upcoming lesson. <i>Time for Activity:</i> 10-15 minutes	Handouts: -Sample Word Sorts
Part 2r: Dr. Anita Archer: Effective Vocabulary Practices, Meaningful Sentences	3:04	Dr. Archer shares a <i>Meaningful Sentences</i> strategy for teaching vocabulary. <i>Activity:</i> After watching the video in Part 2r provide time for teachers to describe to a partner what a meaningful sentence is. Challenge teacher partners to write a meaningful sentence using the word <u>bungalow</u> which is a small house often containing only one level. <i>Time for Activity:</i> 5-10 minutes	No Handout Ask teachers to write the word <i>meaningful sentences</i> on a piece of paper. Tell them to be prepared to describe what a meaningful sentence is after viewing part 2r.
Part 2s: Conclusion of Part 2	1:17	This video wraps up Part 2 and introduces Part 3 of this Unit. <i>Activity:</i> After viewing Part 2s provide time for teachers to discuss with colleagues the answers to the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout. <i>Time for Activity:</i> 5-10 minutes	Handouts: -Vocabulary Unit Organizer Part 1 and 2 -Unit Self-Test Questions Two-Column Notes Prompt teachers to answer the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout.
Part 3 Diction and Word Consciousness			
Part 3a: Introduction to Word Consciousness	6:36	This video introduces Part 3 by reviewing the unit organizer that tells what information will be outlined in this part, the handouts that will be needed, and the unit self-test question that will be addressed. This video also describes how word consciousness impacts vocabulary instruction and provides ideas for creating a word-rich environment. <i>Activity:</i> After viewing Part 3a	Handouts: -Unit Self-Test Questions Two-Column Notes -Unit Organizer Part 3 and 4 -Word-rich Classroom Inventory

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		provide time for teachers to complete the Word-rich Classroom Inventory and discuss changes or additions they plan to make with a partner. <i>Time for Activity: 10 minutes</i>	
Part 3b: Introduction to Diction	2:39	This video provides a brief introduction to diction.	Handouts: -Diction Devices and Definitions
Part 3c: Dr. Timothy Shanahan Discusses Diction Video	4:07	Dr. Timothy Shanahan discusses how diction influences student understanding of words and word meanings. <i>Activity: After viewing Part 3c allow teachers time to talk with a partner about two things they learn about diction.</i> <i>Time for Activity: 5 minutes</i>	No Handout Ask teachers to write down two things they learn about diction as they view Part 3c. Let them know to be prepared to share what they have written with a partner.
Part 3d: Teaching Diction	7:12	In this video participants will learn about diction including important definitions and some of the various diction devices authors use when selecting words. <i>Activity: First go through the handout highlight the name of the six strategies at the top of the page in which they are described. Then go back through and read the “How to Teach” and the “Strategy/Instructional Method” section for each strategy and take notes on the on the Systematic Teaching Strategies Notes Page handout in the “How To Teach” column. And finally read the other sections and make notes about ways you plan to implement the strategy into your instruction in the final column.</i>	Handouts: -Diction Devices and Definitions -Systematic Teaching Strategies -Systematic Teaching Strategies Notes Page Take notes in the margins of the Diction Devices and Definitions handout as you view part 3d.

Video Title	Time	Description	Handouts, Links, and Time for Activities
		<i>Time for Activity: 15-25 minutes</i>	
Part 3e: Diction Devices and Strategies	12:01	<p>This video explores different diction devices and strategies for teaching diction including figures of speech and word origins.</p> <p><i>Activity:</i> After viewing Part 3e Write the words from the Word Origins Word Sort Activity handout from the word bank at the top of the page in the correct column of its source language. Use the History of English Language Influence handout as a resource as you work on the word sort. Use the Word Origins Word Sort Answer Key handout to check your responses when finished.</p> <p><i>Time for Activity: 10-15 minutes</i></p> <p><i>Activity:</i> After viewing Part 3e find the Morpheme Activity handout. Review the morpheme and its meaning in the first three columns. Provide an example of a word that would contain that morpheme in it in the final column. Remember morphemes are the parts of words that contain meaning.</p> <p><i>Time for Activity: 10 minutes</i></p>	<p>Handouts:</p> <ul style="list-style-type: none"> -Diction Devices and Definitions -Vocabulary Log -Idioms with Amelia -History of English Language Influence -Word Origins Word Sort Activity -Word Origins Word Sorts Answer Key -Morpheme Activity <p>Take notes in the margins of the Diction Devices and Definitions handout as you view part 3e.</p>
Part 3f: Dr. Dimino Discusses Think Alouds Video	3:08	<p>Dr. Joe Dimino discusses the think aloud strategy in this video from Doing What Works (DWW).</p> <p><i>Activity:</i> After viewing Part 3f provide time for teachers to share how they will incorporate a think aloud in an upcoming lesson with a colleague or colleagues.</p> <p><i>Time for Activity: 5-10 minutes</i></p>	<p>No Handout</p> <p>Ask teachers to be thinking about how they will incorporate a think aloud in an upcoming lesson. Prompt them to be prepared to share their ideas with a colleague.</p>
Part 3g: Practicing Diction with Text	4:59	<p>In this video we will continue to explore diction devices and strategies for teaching diction including analyzing word choice.</p>	<p>Handouts:</p> <ul style="list-style-type: none"> -Diction Devices and Definitions -Analyzing Word Choice

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		<p><i>Activity:</i> After viewing Part 3g review the Analyzing Word Choice handout.</p> <p>Find a story from your comprehensive core program or a narrative or informational text that you plan to use in an upcoming lesson.</p> <p>Identify words or phrases within the text that you think might lend themselves to discussions about the author's word choice from any of the categories on the Diction Lesson Planning handout.</p> <p>Identify words or phrases that work with the word you selected based on the category.</p> <p>Use this lesson planning form to help guide your discussions as you encounter these words in the text and as you plan your questioning for students.</p> <p>Plan an activity if appropriate for this text based on the author's word choices.</p> <p><i>Time for Activity:</i> 20-30 minutes</p>	<p>Take notes in the margins of the Diction Devices and Definitions handout as you view part 3g.</p>
Part 3h: Diction within the MCCS	2:01	<p>In this video participants will explore where diction is addressed within the MCCS.</p> <p><i>Activity:</i> After viewing Part 3h provide time for teachers to review the Reading Standard 4 for Literature for grades 12 and answer the questions outlined on the Review Reading Standard 4 for Literature Activity handout. Provide time for teachers to discuss their findings with a partner or teacher team.</p> <p><i>Time for Activity:</i> 20 minutes or</p>	<p>Handout: -Review Reading Standard 4 for Literature Activity</p> <p>LINK TO STANDARDS: http://opi.mt.gov/pdf/CCSSO/11NovELACommonCoreGradeband.pdf</p>

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		more depending on teachers' familiarity with the standards.	
Part 3i: Progression of Sub-skills	19:48	<p>In this video participants will explore a 4th grade example of the Understanding the MCCS Document; A Progression of Sub-skills. This is a resource that was developed by the Office of Public Instruction and will experience a model lesson for interpreting text.</p> <p><i>Activity:</i> After viewing Part 3i provide time for teachers to repeat The Secret Garden Selection 1 Example that was modelled using the selection found on The Secret Garden handout. <i>Time for Activity:</i> 20-30 minutes</p>	<p>Handouts:</p> <ul style="list-style-type: none"> -Reading Standards for Literature Grade 4 -Depth of Knowledge Chart -The Secret Garden Selection 1 Example -The Secret Garden <p>LINK TO APPENDIX B OF THE COMMON CORE STATE STANDARDS: http://www.corestandards.org/assets/Appendix_B.pdf</p> <p>LINK TO LEXILE.COM: http://www.lexile.com/</p>
Part 3j: Planning and Implementing Diction and Conclusion	2:40	<p>This video offers suggestions for practicing planning and teaching diction through the Interpreting Text Lesson Plan handout and concludes Part 3 of this unit.</p> <p><i>Activity:</i> After viewing Part 3j provide time for teachers to use the "Interpreting Text Lesson Plan" handout to plan a lesson using the text selection found within the A Sudden Slide of Summer handout. You will find that this handout is very similar to the format we used in the Secret Garden example. <i>Time for Activity:</i> 20-30 minutes</p> <p><i>Activity:</i> After viewing Part 3j provide time for teachers to discuss with colleagues the answers to the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout. <i>Time for Activity:</i> 5-10 minutes</p>	<p>Handouts:</p> <ul style="list-style-type: none"> -A Sudden Slice of Summer -Interpreting Text Lesson Plan -Unit Self-Test Questions Two-Column Notes -Unit Organizer Part 3 and 4 <p>Prompt teachers to answer the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout.</p>
Part 4: Pulling It Together			
Part 4a: Pulling It Together	1:24	This video introduces Part 4 by reviewing the unit organizer that	<p>Handouts:</p> <ul style="list-style-type: none"> -Unit Self-Test Questions

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		tells what information will be outlined in this part, the handouts that will be needed, and the unit self-test question that will be addressed.	Two-Column Notes -Unit Organizer Part 3 and 4 -Next Steps
Part 4b: Anita Archer: Vocabulary Overview	1:15	Dr. Archer provides an overview for teaching vocabulary. <i>Activity:</i> After viewing Part 4b provide time for teachers to discuss with colleagues what they want to follow-up on, add, or change as they think about ways to teach vocabulary in their classrooms. <i>Time for Activity:</i> 5-10 minutes	Handout: -Next Steps Prompt teachers to write down anything that comes to mind that they want to follow-up on, add, or change as they think about ways to teach vocabulary in their classrooms as they view Part 4b.
Part 4c: Connection to Smarter Balanced Assessments and Next Steps	11:08	This video explores a few Smarter Balanced Sample Items that show how vocabulary will be assessed through state standardized testing, guides you in the development of next steps, and concludes this unit. <i>Activity:</i> After viewing Part 4c provide time for teachers to discuss with colleagues what they want to follow-up on, add, or change as they think about ways to teach vocabulary in their classrooms. <i>Time for Activity:</i> 5-10 minutes <i>Activity:</i> After viewing Part 4c provide time for teachers to discuss with colleagues the answers to the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout. <i>Time for Activity:</i> 5-10 minutes	Handouts: -Unit Self-Test Questions Two-Column Notes -Unit Organizer Part 3 and 4 -Next Steps Prompt teachers to write down anything that comes to mind that they want to follow-up on, add, or change as they think about ways to teach vocabulary in their classrooms as they view Part 4c. Prompt teachers to answer the questions for this part of the unit on the Unit Self-Test Questions Two-Column Notes handout. LINK TO SMARTER BALANCED WEBSITE: http://www.smarterbalanced.org/